



**THE DIFFICULTIES ENCOUNTERED BY-NON ENGLISH
DEPARTMENT STUDENTS AT UNIVERSITAS PANCASAKTI TEGAL
IN LEARNING ENGLISH**

(A Case Study on the Students of PBSI Study Program at Universitas Pancasakti
Tegal in the Academic Year of 2017/2018)

RESEARCH PROJECT

Submitted as Partial Fulfillment of the Requirements to Conduct a Research

By

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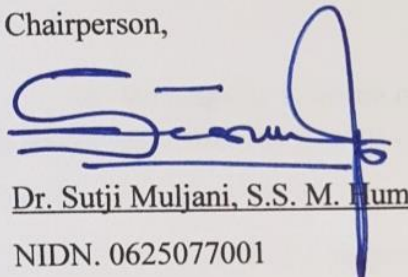
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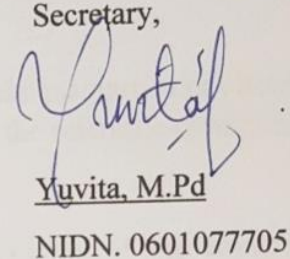
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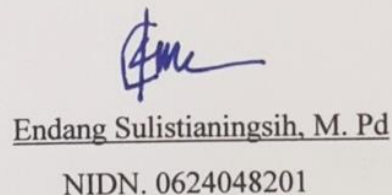
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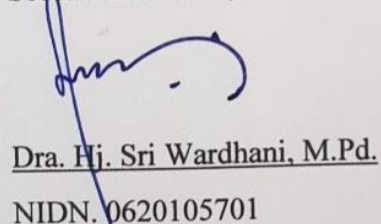
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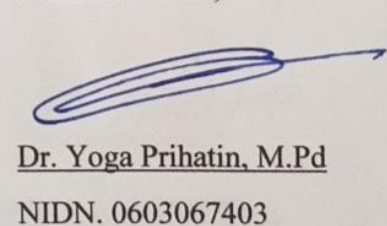
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STATEMENT OF ORIGINALITY

I hereby certify that this thesis entitled "*The Difficulties Encountered by-Non English Department Students at Universitas Pancasakti Tegal in Learning English (A Case Study On The Students of PBSI Study Program at Universitas Pancasakti Tegal In The Academic Year Of 2017/2018)*" is definitely my own work.

In Writing this research project, I do not make plagiarism or citation which is inconsistent with the scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this Research Project. Other opinion or findings included in this research project are quoted or cited adjusted to the ethical standard.

Tegal, February 2021



AINA SALSABIELA

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MOTTO AND DEDICATION

MOTTO

1. Do whatever you like, be consistent and success will come naturally.
2. The answer to a success is hard work, and never give up
3. Always be yourself and never be someone else even if they look better

DEDICATION:

This research project is dedicated to:

1. Allah SWT, who always gives me the best for everything in my life.
2. My beloved parents. Thank you for supporting me to finish this research.
3. My friends. Thanks for this 4 years journey in English Department.
4. The advisors *Dr. Yoga Prihatin, M.Pd. and Dra. Hj. Sri Wardhani, M.Pd.* Thank you for your guidance.
5. All my friends in “PBI” who give me spirit, and they always make me laugh with you all thanks, I love our jokes so much and I never forget all our memories.

PREFACE

Alhamdulillah, praise to Allah SWT who always brings miracle and blessing, so the writer could finish this research project entitled “The Difficulties Encountered by-Non English Department Students at Universitas Pancasakti Tegal in Learning English (A Case Study On The Students of PBSI Study Program at Universitas Pancasakti Tegal In The Academic Year Of 2017/2018)”.

The writer realizes that this research project could be finished because of the guidance and advice from several parties. Therefore, in this chance, the writer would like to give her sincerest gratitude and appreciation to:

1. Prof. Dr. Fakhruddin, M.Pd., as the Rector of Pancasakti University Tegal.
2. Dr. Suriswo, M.Pd., as The Dean of Teacher Training and Education Faculty of Pancasakti University Tegal
3. Yuvita, M.Pd., as the Head of English Department of Teacher Training and Education Faculty of Pancasakti University Tegal
4. Dr. Yoga Prihatin, M.Pd., as the first advisor, who has given advice and guidance to the writer in writing this research project.
5. Dra. Hj. Sri Wardhani, M.Pd., as the second advisor, who has given advice and guidance to the writer in finishing this research project.
6. All lectures of English Education Program of Pancasakti University Tegal for their knowledge sharing, patience as well as their dedication.

Last, the writer hopes the help and advice that they have given would be granted by Allah SWT so that this research would be beneficial to the further development of education in Indonesia, especially in English learning and teaching.

Tegal, February 2021

The Writer

ABSTRACT

Salsabiela, Aina. 2021. 1616500002. "The Difficulties Encountered By-Non English Department Students at Universitas Pancasakti Tegal In Learning English "A Case Study on the Students of PBSI Study Program at Universitas Pancasakti Tegal in the Academic Year of 2017/2018)". Research project Strata 1 English Departement. Faculty of Teacher Training and Education. Pancasakti University Tegal. The First Advisor is Dr. Yoga Prihatin, M.Pd. and the Second Advisor is Dra. Hj. Sri Wardhani, M.Pd.

Keywords : Student Learning Difficulties, Learning English, Non English Department Students, University Student of Pancasakti Tegal.

In the era of globalization, there is much information that is spoken or written in English. English is a language mostly used by people in many countries because English is an international language. As an international language, automatically English is learned by many students around the world. Realizing the reality of globalization, the government of Indonesia has considered that English is a compulsory subject that must be learned by students especially university students. This research used quantitative analysis.

The researcher conducted questionnaire and took 25 students from B class from PBSI students in Universitas Pancasakti Tegal in the Academic Year 2017/2018 as the respondent. The researcher gave a questions to see the students' difficulties factors on learning English. The researcher collected the data, analyzed, classified the items of the questionnaire, tabulated and reported the data of research result. The researcher focused on analyzing the factors such as Internal and External Factors. The data then reported into a systematic design to give a meaningful description which was compiled into the table while the questionnaire was tested its validity and reliability by using SPSS 22.

Based on the analysis, the result shows that the students perceived that factors like family and learning facility had an efect to their problem about learning English. This factor strongly affects the learning problems for non-English students to learning English. The learning factor is a crucial thing that every student need in learning language especially English. In learning English as second language, some students are facing difficulties in how to learn it well.

The students are not able to understand, remember, and acquire the words well. To solve this problem, the writer had researched by finding the difficulties factor of PBSI study program students at Pancasakti University. From the result of study, it is known that the students of PBSI program study faced different difficulties in learning English and this made then have problem in process of learning.

ABSTRAK

Salsabiela, Aina. 2021. 1616500002. “Kesulitan yang Dihadapi Mahasiswa Non-Bahasa Inggris Universitas Pancasakti Tegal Dalam Belajar Bahasa Inggris” Studi Kasus pada Mahasiswa Program Studi PBSI Universitas Pancasakti Tegal Tahun Ajaran 2017/2018). Proyek penelitian Jurusan Bahasa Inggris Strata 1 Fakultas Keguruan dan Ilmu Pendidikan Universitas Pancasakti Tegal. Pembimbing Pertama adalah Dr. Yoga Prihatin, M. Pd dan Pembimbing Kedua adalah Dra. H. Sri Wardhani, M.Pd.

Kata Kunci: Kesulitan Belajar Mahasiswa, Belajar Bahasa Inggris, Mahasiswa Non Bahasa Inggris, Mahasiswa Universitas Pancasakti Tegal.

Di era globalisasi, banyak sekali informasi yang diucapkan atau ditulis dalam bahasa Inggris. Bahasa Inggris merupakan bahasa yang banyak digunakan oleh masyarakat di banyak negara karena bahasa Inggris merupakan bahasa internasional. Sebagai bahasa internasional, secara otomatis bahasa Inggris dipelajari oleh banyak pelajar di seluruh dunia. Menyadari realitas globalisasi, pemerintah Indonesia memandang bahwa bahasa Inggris merupakan mata pelajaran wajib yang harus dipelajari oleh mahasiswa khususnya mahasiswa. Penelitian ini menggunakan analisis kuantitatif. Peneliti melakukan kuisioner dan mengambil 25 siswa kelas B mahasiswa PBSI Universitas Pancasakti Tegal Tahun Ajaran 2017/2018 sebagai responden.

Peneliti memberikan pertanyaan untuk melihat faktor kesulitan siswa dalam belajar bahasa Inggris. Peneliti mengumpulkan data, menganalisis, mengklasifikasikan item-item tersebut kuisioner, membuat tabulasi dan melaporkan data hasil penelitian. Peneliti fokus pada analisis faktor-faktor seperti Faktor Internal dan Eksternal. Data tersebut kemudian dilaporkan ke dalam rancangan sistematis untuk memberikan gambaran yang bermakna yang disusun ke dalam tabel sedangkan angket diuji validitas dan reliabilitasnya dengan menggunakan SPSS 22.

Berdasarkan analisis, hasil penelitian menunjukkan bahwa siswa mempersepsikan bahwa faktor seperti keluarga dan fasilitas belajar berpengaruh terhadap masalah mereka dalam belajar bahasa Inggris. Faktor pembelajaran merupakan hal krusial yang dibutuhkan setiap siswa dalam mempelajari bahasa khususnya bahasa Inggris. Dalam pembelajaran bahasa Inggris di EFL, beberapa siswa menghadapi kesulitan untuk mempelajarinya dengan baik. Akibatnya siswa tidak mampu memahami, mengingat, dan menguasai kata-kata dengan baik. Dari hasil penelitian diketahui bahwa siswa dari PBSI ditemukan perbedaan kesulitan dalam Pembelajaran Bahasa Inggris dan hal ini yang membuat kemudian mengalami kendala proses belajar.

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CHAPTER 1

INTRODUCTION

This chapter presents and discusses the background of the study, identification of the problem, limitation of the problem, statement of the problem, objectives of the research, , and significances of the research.

A. Background of the Study

In the era of globalization, there is much information that is spoken or written in English. It can be in newspapers, magazines, advertisements, television, radio, the internet and so on. English is a language mostly used by people in many countries because English is an international language. As an international language, automatically English is learned by many students around the world. Realizing the reality of globalization, the government of Indonesia has considered that English is a compulsory subject that must be learned by students especially university students. As Indonesia is a developing country and Indonesians are barely using English for daily life, we are learning English as a Foreign Language (EFL). English is an obligatory subject to be learned by students in Indonesia .English also becomes the first foreign language that must be taught at school and universities. Therefore, a lot of the universities throughout the world need to include the English language as one of their educational tool requirements. English is often used as the medium of instruction in higher education.

However English becomes a compulsory subject, many students feel worried to learn English. It can be known from the scores of their learning. As a result, there are not many students who get a good score in the English language. Most of them have problems learning it. Learning is an aspect that cannot be separated from human life. It becomes a characteristic of humans as the learning creatures, someone who can think. Students' scores on EFL might be different from one another for some reason. It might be because some of them love to learn and challenge themselves to get to know more about EFL. The other students might believe that learning English in EFL is nothing compared to other subjects.

According to Suryabarata (2007), there are some definitions of learning which are provided by those who have been quoted from some resources. Cronbarch in Educational Psychology book stated, "Learning is shown by a change in behavior as a result of experience. So, according to Cornbarch, effective learning is by experiencing. In line with Cornbarch, Harold Spears also has his definition that "Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction. Hilgrad defines "Learning is the process by which an activity originates or is changed through training procedures (whether in the laboratory or the natural environment) as distinguished from change by factors not attributable to training.

There are some factors causing learning problems for students. According to Syah (2005), causal factors of students' learning problems are

divided into two categories; they are Internal and External factors. The internal factors include cognitive, affective and psychomotor. Meanwhile the External factors include family, society, and school environment (e.g. school building condition, the teacher and learning facility).

According to Syah (2005), causal factors of students' learning problems are divided into two categories; they are Internal and External factors. The External factors include family, society, and school environment (e.g. school building condition, the teacher and learning facility). Students internal factors include students' psycho-physical impairments, for example low intellectual capacity/intelligence of students, emotional instability and attitude and the dependence of the sense organs of sight and hearing. Student external factors include all situations and conditions of the surrounding environment does not support student learning activities. External factors including family environment like disharmony relationships between fathers with mother, and the low economic life of the family. Secondly, School environment for example the condition and location of the school building bad such as near the market, the condition of the teachers as well as the learning tools low quality.

Also besides, Ahmadi (2004) in Psikologi Belajar classified causal factors of students' learning problems into two categories: Internal, which include physiology factor and psychology factor, and External, which include social, family and school. Family is the smallest unit of society. Family is the first place of a children learning. A child learns many things at home, like

language, norms, ways to behave with other people, etc. Therefore family has an essential role to build some good habits of the children including learning. Children need support to learn from the family. The students who have support and attention for their study, especially from the family, try to do their best in learning. While a family who are ignoring the child's education be the factor of their child's learning problem. School also becomes the main role of the students' learning process.

The important aspects of a school that influence the success or failure of students' learning are the teacher and learning facility. A Teacher is a person who changes the parents' role when a child is in school. Students learn many lessons from the teacher. When the students accept and comprehend the information and material well from the teacher, it can be said that the learning process is successful. On the other hand, when most of the students are not able to understand the materials which are given by the teacher, it can be said that the learning process is failed. The teacher also can be a factor in students' learning problems. In line with the teacher, the learning facility also has a role in the success of students' learning. Learning facility can enable the learning process to be more effective. The lack of learning facility can be a barrier of the learning process.

PBSI (Pendidikan Bahasa dan Sastra Indonesia) Study Program is one of the departments in Universitas Pancasakti whose makes English as one of the subjects. It is located in Tegal, Central Java. The researcher had already

observed the students when they learned English subjects. Not many of them care and participate in learning. Some of them do not understand their study. The researcher concludes that some of them have problems in learning English. Therefore the researcher is curious to know the most dominant factor that is causing the English learning problem to the Bahasa Indonesia students Departement in Universitas Pancasakti Tegal. Based on the background above, the researcher intends to discuss and analyze the difficulties encountered by Students of PBSI Study Program at Universitas Pancasakti Tegal in the Academic Year of 2017/2018 in learning English subjects.

B. Identification of the Problem

Based on the background study above, the researcher would like to formulate the problem as: “Do students of Bahasa Indonesia study program faces some difficulties in learning English?” This general question can be identified in a more specific question as follows:

1. What difficulties are faced by students of PBSI Study Program at Universitas Pancasakti Tegal in the Academic Year of 2017/2018 in learning English?
2. How do the students of PBSI Study Program at Universitas Pancasakti Tegal in the Academic Year of 2017/2018 face difficulties in learning English?

C. Limitation of the Problem

In doing the research, the writer limits the problem only at the causal factors by the students of PBSI Study Program at Universitas Pancasakti Tegal in the Academic Year of 2017/2018 learning problem focused on family and learning facility factors. That because the researcher thought that family, teacher and learning facilities have an important role to the students' learning process, so the writer was interested in these two factors. The writer did a research on the Students of PBSI Study Program at Universitas Pancasakti Tegal.

D. Statement of the Problem

The research questions can be stated as follows:

1. What are the difficulties factors faced by Bahasa Indonesia Department students at Universitas Pancasakti Tegal in learning English?
2. What are the most dominant factors faced by Bahasa Indonesia Department students at Universitas Pancasakti Tegal in learning English?

E. Objectives of the Research

Derived from the above questions, the study aims:

1. to find out the difficulties factors faced by Bahasa Indonesia Department students of Universitas Pancasakti Tegal in learning English.

2. to find out the most dominant factors faced by Bahasa Indonesia Department students of Universitas Pancasakti Tegal in learning English.

F. Significances of the Research

The writer expects some advantages related to the study. Theoretically, first, the result of this research hopefully can be useful for developing education, and enriching knowledge about teaching English, especially in teaching English lessons. Then, the writer hopes that this study gives more references to other researchers who are interested in researching about finding out the difficulties encountered in the other aspect. On the other way, this study provides English teachers with an understanding to improve students' English language skills. Practically, is expected to be an input to the English Teacher in solving his students' learning problem especially in English subject. By knowing the main factor, it hopefully enables the teacher in teaching and using the right strategy to help students learn English. And the writer hopes this analysis can be useful for someone to enrich and improve teacher or lecturer that read this research knowledge and skill. In the application of this technique, teachers also can be easy to make students give their attention because this game is not the way to make stress on gives and receives a lesson, but this is the way to learn something new in a fun way.

CHAPTER II

PREVIOUS STUDIES, REVIEW OF RELATED THEORIES AND THEORETICAL FRAMEWORK

This chapter presents the previous studies, review of related theories, theoretical framework and hypothesis of the research. In a review of related theories, there are previous studies, internal factors and external factors about difficulties on learning English.

A. PREVIOUS STUDIES

There are two previous studies about difficulties encountered in learning English and its connection with students' English language score achievement some of them are :

The first journal publishes in the journal of FKIP Universitas Sebelas Maret by Ita Widyawati that releases in 2012 entitled "*Analisis Kesulitan Belajar pada Mata Pelajaran Bahasa Inggris kelas VIII di SMP N 1 Sawahan Madiun Semester Genap Tahun Ajaran 2010-2011*". This the research finds out the difficulties in understanding English in Junior High school that students are expected to be able to understand and learning English well. The conclusion of this result is some factor that makes students cant learning English well, some of them are:

1. Cognitive aspects like memorizing skill, mastery of the material and wrong study habits.

2. Affective aspects like learning interest, attention to study, laziness and sometimes students prefer to skip the English study.
3. Psychomotor aspects like the disruption of the sense of sight and hearing.

Second, it is conducted by Hermawayati that published in 2010 entitled *“Analisis Sikap Siswa terhadap Pembelajaran Bahasa Inggris sebagai Bahasa Asing Sekolah Menengah Kejuruan Muhammadiyah 3 Palembang”*. This research is a case study. This case study intends to analyze the higher graders’ English learning difficulties of the Guidance and Counselling study program. This study mainly focuses on finding students’ difficulties in mastering English competency. The total numbers of the population were 50 students. About findings, it is suggested that teachers and institutions should facilitate and give high motivation for their students’ English learning process.

Third, it is conducted by Fajar Mukhtar that published in 2017 entitled *“The Students Motivation In English Language Learning of Eight Graders At MTs Darul Amin Palangka Raya.”* This research studied the motivation in learning English in the eighth grade in MTs Darul Amin Palangkaraya 2017/2018, and then describe how the motivation use a learning English. Furthermore this research also wants to know what factors behind the motivation in learning English and how teachers motivate students in learning English. This research used a homogeneous sampling method of purposive with qualitative design. to

collect data, researchers used several instruments, among others, questionnaires, interviews and documentation. In analyzing the data, researchers use several techniques. The results showed:

1. Student motivation can be said into the category of moderate class, according to the findings, the researchers concluded that the students' motivation to learn English is 68.07% of the questionnaire results that can be said moderate class, it belongs to the category of "fair motivation ". but also from the results of interviews concluded the students 'motivation to learn English is moderate, students' motivation to learn English because of the fun atmosphere, the teacher who delivered the material well and the material is easy to understand.
2. The factors behind the motivation to learn English as they like the atmosphere of the English class, are interested in the way English is used in conversation, and believe that students will be able to read and understand most of the texts in English if students continue to study them, nervous and confused when students speak in English class, students also feel learning English is very interesting, besides that students are also motivated to learn a lot English, students are very enjoy learning English.
3. The way teacher motivate students begins with teachers realizing the importance of motivation.

Fourth, it is conducted by Zalsa Febrina Syabilla that published in 2019, entitled *“The Influence of Classroom Environment towards Students’ Achievement in Reading Class”*. This research claimed that:

1. To know the quality of classroom environment in reading class.
 2. To find out whether or not there is any influence of classroom environment towards students’ achievement in reading class.
 - (3) To know how far the classroom environment influences students’ achievement in reading class.
- The subject of the study consists of 30 students of the first semester students of English Education Department of IAIN Salatiga academic year 2018/2019. This study was designed correlatively and the approach of analysis was quantitative. The techniques of collecting data were questionnaire to assess the classroom environment of students in reading class and documentation such as students’ assignment results to get students’ achievement score.

The researcher founds that the quality of classroom environment in reading class of the first semester students of English Education Department of IAIN Salatiga academic year 2018/2019 was in good level. And there was an influence of classroom environment towards students’ achievement in reading class of the first semester students of English Education Department, IAIN Salatiga academic year 2018/2019.

B. REVIEW OF RELATED THEORIES

1. English Language

Language is the expression of human personality in words, whether it is written or spoken. Language is a vehicle to communicate, to convey messages, to share ideas, opinion, etc. It is the universal medium alike for conveying the common facts and feelings of everyday life. Fromkin (2014) state that when you know a language you can speak and understood by others who know that language. Among more than thousands of language that exist in the world, English is become a lingua franca which is unite the people around the world. Generally language is a tool to express the thought of people. People use language to express inner thought and emotions, make sense of complexity, and abstract thought, to learn and to communicate with others, to fulfill our wants and needs, and also to let others know how they feel, need and to ask a question. Language is a symbol that enables members of given community to communicate intelligibly with one another.

Language is the most important thing in communication and it is used as a tool of communication among nations in all over the world. Language is one of a tool communication with each that always used by human everyday without language there are not communication among human life.

An International language is equated with a language that has a large number of native speakers. McKay (2002) has quoted from Smith that an International language is one which is used by people of different nations to communicate with one another. McKay also said that some linguist maintains a

language achieved global status when it develops a special role that is recognized in every country, and this special status can be achieved either by making it an official language of the country or by a country giving special priority to the language by requiring its study as a foreign language. English is the International language par excellence, or as a language of wider communication. In many instances, English used both among individuals from different countries and between individuals from one country.

In other words, it can be said that English becomes a lingua franca in this modern era. Lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a second language. English is used to spread over the world. It can be orally and written. Many books are using this language, such as science, medicine and so on. It is also written in mass media, for example newspapers, magazines, and the internet.

English has often become a requirement in several fields, occupations, and professions. The massive growth of using English can't be separated from the influence of globalization. Since everyone knows and uses English, people are almost forced to learn it better. While English is not an official language in most countries, it is currently the language that most often taught at school around the world. The reality of how important the English language is has been considered by the Indonesian Government. It can be seen in many

schools, especially from middle school where English becomes a compulsory subject. Moreover, English includes one of four subjects that are required in the National Examination (Ujian Nasional).

2. The Objective of Teaching and Learning English

As cited on Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA (2003), the objectives of Teaching and Learning English are:

1. to develop communication skills in written and oral English. The communicative skill covers Listening, Speaking, Reading and Writing;
2. to grow the awareness of the importance of English as one of a foreign language, this can support their study;
3. to develop students' comprehension about the relation of the language and culture, so that students know the cross culture and get involved in cultural pluralism.

3. Some Factors Affecting Students' Learning of English

Also according to Syah (2005), causal factors of students' learning problems are divided into two categories; they are Internal and External factors. The internal factors include cognitive, affective and psychomotor. Meanwhile the External factors include family, society, and school environment (e.g. school building condition, the teacher and learning facility).

a. Students Internal Factor of Students' Learning Problems

Syah (2005) states There are 2 types of factors affecting student learning problems, internal and external factors. Student internal factors include affective, cognitive and psychomotor. Internal factors consisting of psychophysical disorders of students:

- a) Cognitive (the realm of copyright), in the form of memorization skills, lacking mastery of material and wrong study habits.
- b) Affective (the realm of taste), that is the presence of insecurity in learning, adjusting to the environment, lack of interest in learning, less focus on learning, avoidance responsibility, lazy to learn, and often skip school.
- c) Psychomotor (the realm of intention), which is in the form of lack of disruption of the sense of sight and hearing equipment.

Cognitive aspects consist of memorization skills, mastery of the material, and wrong study habits. The distinguish aspect from affective aspects that students faced problem in learning. The Affective aspect is a sense of security in learning, adjustment to the environment, interest in schoolwork, the center of attention in learning, avoiding responsibility, lazy in learning, and often skipping class. And also psychomotor factors, the disruption of the sense of sight and hearing, while the external factors consist of the family, school and community environment is something that can be explained as a psychomotor aspect that students faced on learning.

b. Students External Factor of Students' Learning Problems

Syah (2005), causal factors of students' learning problems are divided into two categories; they are Internal and External factors. The External factors include family, society, and school environment (e.g. school building condition, the teacher and learning facility).

1. Family

In Sosiologi Pendidikan, Ahmadi (2004) the family has some functions. Family is one of the basic elements where the children learn everything for the first time. The family has a big obligation on students' education. They have their background and condition each other. For instance, the lack of parent's education, single parent, economic problem, had a broken home family, etc. Those situations determine how well and how far learning can be achieved, so that they have a big role in supporting students' learning. Mainly, the family is the center of education. But somehow, it also can be the factors of students' learning, as stated in Psikologi Belajar:

a)The way parents in teaching the children

Parents who are not paying attention and ignoring their children's education may become the factors of students' learning. Parents who act cruel, dictator, cause unhealthy mental of their children. And generally, parents who are not supporting the children's learning even can make them dislike learning.

b)The relationship between parents and children

Parents who care, give love, understanding and appreciation to their children make them have healthy mental.

c) The way of parents in guiding and behaving

Parents are the closest example for the children to act, to behave. Every behavior done by their parents usually be followed by them. Therefore the family, especially the parents, should give laudable behavior and guide them to be good learners.

d) The situation in a family

The situation at home also has an important role in learning. The noise, especially caused by a broken home family, of course brings bad impact on the children. They not be able to concentrate, then they seek some other place which more comfortable outside the home.

e) The economic situation of the family

The economic factor sometimes is the general one that can be found in reality. The low economic situation can be a barrier for children in learning, because it is needed some media like books, textbooks, ballpoint, pencil, etc. A proper place for the study is also needed to learn effectively.

English is a foreign language in Indonesia. Children, of course do not acquire the English, because their family, especially their parents, have their native language. The process needed to master English is through learning. Then the family has to support their children's learning, in order to make them able in using English. There are some responsibilities of a family in supporting the children's education, especially in studying English, for example: giving attention to their development in learning English, motivating them to keep studying, making them

aware of the importance of English, giving facility to enable their learning, like books, magazine, dictionary, etc.

2. Teacher

As already explained above, Ahmadi (2004) in Psikologi Belajar classified causal factors of students' learning problems into two categories: Internal and External. And the teacher is one of the external factors that closely associated with the student learning process. The success of a course depends on several factors; one of them is a teacher. The learners need to be stimulated. It is the teacher who provides the kind of stimulation that enable the students to become active learners. The leaders of education even the government plan the new educational programs, but it is the teacher who guides and inspires the pupils.

Teachers transmit their joy of living and learning as they share with their students the rich experiences and knowledge. They light the torch of learning which later may shine out over the world. They take a look at that love of knowledge through personal contact as they help their pupils gain knowledge through books and other avenues of learning. Harmer (2001) stated the definitions of teacher that wrote In The Practice of English Language Teaching, which has quoted from some resources:

- a) Cambridge International Dictionary of English defines teaching is to give (someone) knowledge or to an instructor to train (someone). Therefore a teacher is a person who gives knowledge, instructs or trains someone.

- b) Whereas The Longman Dictionary of Contemporary English suggests that teaching is to show somebody how to do something or to change somebody's ideas. Instantly, a teacher is a person who shows how to do something or who changes somebody's ideas.

Another definition of teaching is to show somebody how to do something so that they be able to do it themselves, while the teacher is a person who teaches or a person who shows somebody how to do something so that they be able to do it themselves.

According to UU RI tentang Guru dan Dosen, it is stated that "Guru adalah pendidik profesional dengan tugas utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai dan mengevaluasi peserta didik pada pendidikan anak usia dini jalur pendidikan formal, pendidikan dasar, dan pendidikan menengah. (Teacher is a professional educator who has the main task to educate, to teach, to guide, to direct, to train, to appraise and to evaluate the learner on early age children education on formal education line, elementary education, and middle education.)

Based on several definitions above, it can be summarized that the teacher is not only a person who gives knowledge to the learners but also a professional who makes the learners able to analyze, to apply the lesson that was given. Then, an English teacher can be defined as a person who gives knowledge of English language components (for example

vocabulary, grammar) as the means to learn language skills and make the learners able to overcome the English language skills. The teacher's roles in the teaching-learning process include many things as stated in The Practice of English Language Teaching. As cited on Harmer (2001), he classified the roles of the teacher as follows:

- a) *Controller*; when teachers act as controllers they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working in their groups. Controllers take the roll, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom;
- b) *Organizer*; one of the most important roles that teachers have to perform is organizing students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop;
- c) *Assessor*; one of the things that students expect from their teachers is an indication of whether or not they are getting their English right. This is where we have to act as an assessor, offering feedback and correction and grading students in various ways;
- d) *Prompter*; when the teacher prompts he/ she needs to do it sensitively and encouragingly but about all, with discretion. If he/she is too

adamant, he/ she is a risk-taking initiative away from the students. If, on the other hand, he/she is too retiring, he/ she may not supply the right amount of encouragement;

- e) *Participant*; the danger of teachers as participants, of course is that the teachers can easily dominate the proceedings. This is hardly surprising since the teachers usually have more English at their disposal than their students do;
- f) *Resource*; students might ask how to say or write something, a word or phrase meaning. They might want to know the information in the middle of the activity about that activity or they might want information about where to look for something, a book or a website for example. This is where we can be one of the most important resources they have. When the teachers are acting as a resource they want to be helpful and available, but at the same time we have to resist the urge to spoon-feed their students so that the students become over-reliant on them;
- g) *Tutor*; when the students are working on longer projects, such as pieces of writing or preparations for a talk or debate, the teachers can act as a tutor, working with individuals or small groups, pointing them in directions they have not yet thought of taking. In such situations the teachers are combining the roles of prompter and resource, acting as a tutor;

- h) *Observer*; when observing the students, the teachers should be careful not to be intrusive by hanging on their every word, by getting too close to them, or by officiously writing things down all the time. Above all the teachers should avoid drawing attention to them since to do so may well distract them from the task they are involved in.

A teacher becomes a second parent for every student. He/ she has to bring up the students to be educated people. Teacher's behavior, personality, education and the way he/ she teach determine the achievement of the students. Arends (2001), has quoted from David Ryan, an educational researcher, that effective teachers exhibit the characteristics of warmth, fairness, responsiveness, understanding, democratic, kind, alert, attractive, steady, poised and confident.

Furthermore, Arends (2001) he summarized the personal qualities of the teacher, and some of them are:

- a) Superior intellectual abilities
- b) Good emotional adjustment
- c) Favorable attitudes towards pupils
- d) Enjoyment of pupil relationships
- e) Generosity in the appraisal of others
- f) Strong interests in reading and literary matters
- g) Interest in social and community affairs
- h) Early experiences in caring for and liking children

- i) Family support of teaching as a vocation
- j) Strong social service interest

As cited on Arends (2001), several domains of teacher behavior that were strongly associated with student's learning are:

- a) Effective use of time
- b) High-performance expectations
- c) Clear rules and procedures
- d) Work requirements and feedback
- e) Appropriate use of praise
- f) Clarity of presentation
- g) Enthusiasm

However, those characteristics are the ideal figure of a teacher profile. In reality, somehow the teaching-learning process still has some barriers that cause the problems of students learning. It is the teacher who can be one of the factors. According to Abu Ahmadi (2004), the teacher can be the factor of students' learning problems if he/ she are having some of the criteria:

- a) Unqualified; it can be in using the methodology or in mastery the materials.
- b) Having negative relations with the pupils
- c) Ignoring the ability standard of the students
- d) Having no ability to diagnosing the learners' problem
- e) Inappropriate methodology

3. Learning Facility

Mulyasa (2005) notes in his book that a learning facility is all of the instruments or tools used to conduct the education process especially the teaching-learning process, like school building, classroom, table, chair, and teaching media. While Bafadal (2004) states learning facility is all of instruments, tools, equipment which are directly used in the education process in school. The last, facility is a piece of equipment, a building, a service, etc. that is provided for a particular purpose. Then, a learning facility is a piece of equipment, a building, a service, etc. that is provided for learning purposes. From those definitions, it is obvious that learning facility is the equipment, instruments or tools used to support the teaching-learning process.

It cannot be avoided that the facility gives many contributions to the learning process, especially in school. Alisuf Sabri said that according to some educational experts, five factors are influencing the education process, they are teacher, learner, objective, tool, and environment. With these five factors, the teaching-learning process can be done, although the result is still not satisfied. To improve the result of learning, it be more effective if the learning facility is provided.

Dalyono (2005) stated that the school condition where the students learn also influences the success level of learning, besides the teacher quality, the methods, curriculum, learning facilities, classroom condition, the amounts of students, etc. The teaching-learning process run effectively and efficiently if

supported by a complete facility. That is why; the problem of learning facilities is also an essential thing in the educational field. The importance of learning facility is also considered by our government.

It is stated in UU Sisdiknas pasal 45 ayat 1: *“Setiap satuan pendidikan formal dan non-formal menyediakan sarana dan prasarana yang memenuhi keperluan pendidikan sesuai dengan pertumbuhan dan perkembangan potensi fisik, kecerdasan intelektual, sosial, emosional dan kejiwaan peserta didik”*.

(Every formal and non-formal education unit provides facilities that fulfill the needs of education according to the growth and development of physic potential, intelligence quotient, social, emotional and spiritual of the learner. Moreover, according to the facility standard which is developed by BSNP (*Badan Standar Nasional Pendidikan*), and approved by the regulation of Ministry: “Every education unit is obligated to have facilities including tools and equipment of education, media, textbook and the other resources of learning, empty used matter and the other equipment which is needed to support the learning process ordered and continuously.

However the facility has an important role in supporting the teaching and learning process, in fact there are many schools which are lack facility. Therefore the students still cannot learn effectively.

4. Curriculum and Learning English to Non-English Departement in Universitas Pancasakti Tegal

Su (2012) The curriculum is one of the main concerns of education. The curriculum is being called as a historical accident; it has not been deliberately developed to accomplish clear purposes. Rather, it has evolved as a response to the increasing complexity of educational decision making.

Program Studi Pendidikan Bahasa dan Sastra Indonesia (PBSID) in Pancasakti University Tegal has 152 SKS (*Satuan Kredit Semester*) on the 2009 Curriculum Structure that has been taught to the student, there are courses Mata Kuliah Pengembangan Kepribadian which has 10 SKS. Where one of them is an English subject on the PBSI curriculum, there are only 2 credits taught to students in the 2nd semester. In the total credits of 2 SKS only, these are taught 4 factors (Speaking, Writing, Listening and Reading) of English proficiency to students, which are considered to be very lacking for students to master the whole English subject was taught to them. Below is the 2009 curriculum structure of PBSI Pancasakti.

No.	Kode Mata Kuliah	Mata Kuliah	Semester Ke								SKS
			1	2	3	4	5	6	7	8	
		Mata Kuliah Pengembangan Kepribadian (MPK)									
1	MPK 101	Pend. Agama	2								2
2	MPK 106	Pend. Pancasila	2								2
3	MPK 107	Pend. Kewarganegaraan		2							2
4	MPK 109	Bahasa Inggris			2						2
5	MPK 111	Ilmu Budaya Dasar	2								2
6	MPK 113	Ilmu Alamiah Dasar		2							2
7	MPK 114	Kewirausahaan				2					2

46	KPS 335	Metode Penelitian Bahasa						2			2
47	KPS 336	Metode Penelitian Sastra						2			2
48	KPS 337 P	Penulisan Karya Ilmiah					3				3
49	KPS 338	Pengelolaan Perpustakaan		2							2
50	KPS 136P	Kepenyiaran*	2		v	v					2
51	KPS137	Penulisan Buku Ajar*	2		v	v					2
											96
	Mata Kuliah Berkarya (MKB)										
52	MKB 101	Strategi Pembelajaran BI				2					2
53	MKB 102	Perenc. Pembelajaran BI					2				2
54	MKB 103	Statistik & Penel. Pend. Bhs.					4				4
55	MKB 104 P	Praktik Peng. Lap. (PPL)							4		4
56	MKB 105	Telaah Kurikulum BI				2					2
57	MKB 106	Telaah Buku Teks BI				2					2
58	MKB 107	Problem. Pembel. Bahasa				2					2
59	MKB 108	Penilaian Pembel. Bahasa.					2				2
60	MKB 109 P	Seminar							2		2
61	MKB 110 P	Pengajaran Mikro					2				2
62	MKB 111	Skripsi dan Komprehensif								6	6
63	MKB 112 P	Komputer **)					2				2
64	MKB 113 P	Kuliah Kerja Lapangan. (KKL)**)					0				0
											32
	Mata Kuliah Berkehidupan Bermasyarakat (MBB)										
64	MBB 115	Kuliah Kerja Nyata (KKN)							4		4
											4
TOTAL SKS			20	20	20	22	20	22	20	8	152

Figure 2.1 2009 Curriculum Structure in PBSI Pancasakti University Tegal

In Indonesia itself, most schools are already using the newest curriculum which we called Curriculum 2013 (K-13). Yulianti (2015) The new curriculum is an implementation by the Indonesian government to replace the previous

curriculum. Curriculum Education Unit (KTSP) that had been used for about six years at primary and secondary schools.

In 2013, the new curriculum was tested in several schools in Indonesia. In 2014, the curriculum was implemented in grades 1, 2, 4, and 5 graders of elementary grade 7 and 8 of secondary schools, and grade 10 and also 11 of high schools. The implementation of the new curriculum has been criticized a lot by people. Thus, curriculum 2013 is characterized by three important aspects, such as cognitive, affective, and psychomotor. The implementation process of curriculum 2013 is involving and focusing on parents.

Also according to Syah (2005), causal factors of students' learning problems are divided into two categories; they are Internal and External factors. The internal factors include cognitive, affective and psychomotor. Meanwhile the External factors include family, society, and school environment (e.g. school building condition, the teacher and learning facility).

Also, Zurinal (2006) have quoted from Undang-Undang Republik Indonesia tentang Sistem Pendidikan Nasional that the Indonesian government has regulated the English teaching in Undang-Undang Republik Indonesia tentang Sistem Pendidikan Nasional, pasal 37 ayat 1. It is explained that

“... Bahan kajian bahasa mencakup bahasa Indonesia, bahasa daerah, dan bahasa asing dengan pertimbangan:

- 1. Bahasa Indonesia merupakan bahasa nasional;*
- 2. Bahasa daerah merupakan bahasa Ibu peserta didik; dan*

3. Bahasa asing terutama bahasa Inggris merupakan bahasa Internasional yang sangat penting kegunaannya dalam pergaulan global.”

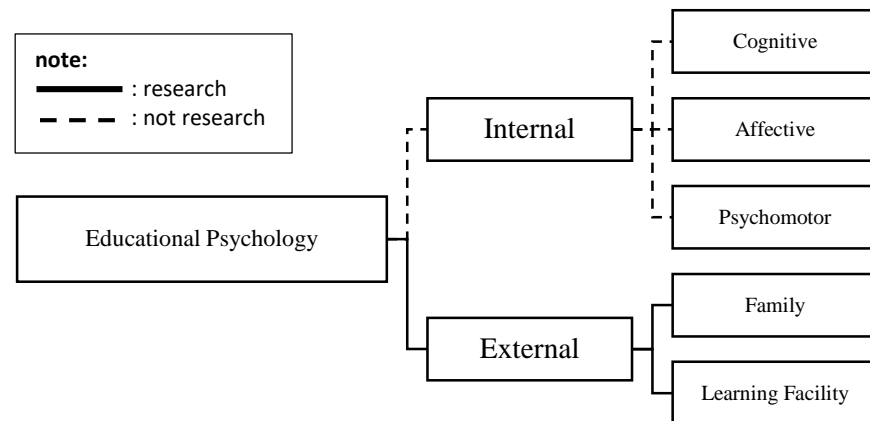
(... the material of English teaching including bahasa Indonesia, bahasa daerah and foreign language with some considerations:

1. Bahasa Indonesia is the national language
2. Bahasa daerah is the native language
3. Foreign language especially the English language is the International language which is very important in global interaction).

5. Frame of Thinking

The frame of thinking or the theoretical framework of this research is a general concept of the writer's idea about the study. This theoretical framework has been a leader and reference for the writer in working in this study. The learning factor is a crucial thing that every student needs in learning language especially English. In learning English in EFL, some students are facing difficulties in how to learn it well. As a consequence, the students are not able to understand, remember, and acquire the words well. To solve this problem, the writer did a research by finding the difficulties faced by PBSI study program students at Pancasakti University in learning English. By using this way, here is the theoretical framework of the research. The technique of data analysis used by the writer is a descriptive analysis technique to get relative frequency, which is described in the table percentage.

Figure 2.2 According to Syah (2005) causal factors of students' learning problems are divided into two categories; they are Internal and External factors.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the approach and design of the research, the subject of the research, the role of the researcher, types of data, data collecting technique, research instrument, the procedure for analyzing data and technique of reporting data of the research.

A. Research Approach

This study was qualitative research with case study analysis. Qualitative research is a holistic approach that involves discovery. Creswell (2012) states that qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences. A qualitative research methodology is considered to be suitable when the researcher or the investigator either investigates a new field of study or intends to ascertain and theorize prominent issues. The qualitative survey studies the diversity of a topic within a given population; the statistical survey studies the numerical distribution of the characteristics of a topic in a population. On the other hand, Kothari (2004) this study is called qualitative because it concerned with the qualitative phenomenon.

The phenomena relating to involve quality or kind. Also besides, Taylor (as cited in Hidayati,2015) argues that qualitative research is one of the

research methodologies which produces descriptive data in the form of speech or writing, and the behavior of those who observed. Biklen (in Hidayati, 2015) states that there two characteristics of qualitative research. Firstly, qualitative research has the natural setting as the direct source of data and the researcher is the key instrument. Secondly, qualitative research is descriptive. In summary, a case study qualitative research is selected by the researcher because it deals with the phenomenon of finding the difficulties in a situation that happened to the students while they are learning English. The results of this research were described qualitatively. The data of the research was taken by using students' questionnaires, and observation.

B. Research Design

This research was using a descriptive study research design. The researcher gave a questionnaire. The test wanted to measure students' difficulties in learning English subjects, the questionnaire wanted to get further information that complete this research. The descriptive survey research method was a research method that took the sample from a population and was using questionnaires to analyze data.

C. The Subject of The Research

The subject in this research was 25 class A students as sample, and 25 class B students from PBSI study program students at Pancasakti University in the academic year 2017/2018 as target research.

D. Data Collecting Technique

1. Questionnaire

The writer used questionnaires to collect the data. Questionnaires as the instrument in collecting data contained a list of written questions that are given to the subject or respondent of research. The questionnaire consisted of 30 questions. The questions were categorized into three aspects that the writer wanted to know as the object of the study, they are family, teacher and learning facility. The questionnaires be used as instruments for collecting the data. The questionnaires aim to analyze and describe the most dominant factor of students' problems in learning English whether it comes from the family, the teacher or the facilities.

2. Validity and Reliability of Instruments

To construct the validity and reliability test, was calculated according by the SPSS version 22 program before being distributed. The result of the validity revealed 30 questions from 48 questions for the variable of factors .

The result of the validity test reveals there were 4 questions from 24 questions of internal factors from students learning problem, and 2 questions from external factors that have 18 questions too at all. The questionnaire item that significantly correlated with the total score indicates that the items were valid. The instrument is valid if the significance value scored smaller than 0.05, then the instrument, and if the value of r_{xy} scored greater than r table product moment. From the output of Reliability Statistics obtained Cronbach's Alpha

value of $0.722 > 0.600$. Furthermore, the internal reliability of the items of questionnaire is also calculated using Cronbach's Alpha formula by SPSS version 22 program. The questionnaire items were declared reliable if the value of Cronbach's Alpha scored greater than 0.600.

E. Population and Sample

1. Place

The writer researched at Universitas Pancasakti Tegal. It is located on Jl. Halmahera No.01 KM, Mintaragen, Kec. Tegal Timur, Kota Tegal, Jawa Tengah Postal Code 52121. Pancasakti University Tegal which was originally named Pancasila Tegal. This university was founded by the Pancasakti Education Foundation in 1980 with the Foundation Decree Number Org./1.001/1980. Bahasa Indonesia study program has 27 lecturers, that determined lecturer that according to the study program as much 12 lecturers, and 15 lecturers that not by following under the study program.

2. Population

According to Creswell (2012), a population is a group of individuals who have the same characteristic. In this research, the population is the student of the PBSI study program in Academic Year 2017/2018. It had three classes that have a different number of students in each class and two English teachers. Class A has 25 students, class B has 25 students and class C has 12 students.

3. Sample

Creswell (2012) explains “sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population”. The sample of this study was taken by using a convenience sampling technique. A convenience sampling is a sampling procedure to select a sample of people or units that are easiest encountered or in access. The researcher used a convenience sampling technique because it allowed the researcher in exploring the subject or social situation under the study. Besides that, it also allowed the researcher to choose two of the three classes which are accessible to be the sample of the data collection process. Researcher choose 25 students from class A to become sample, and 25 students from class B to become a respondent to this research.

4. Time

The writer conducted the study for three months, starting from 29 March to 29 May 2020.

F. Research Method

The writer used the case study qualitative method. It was to explore and classify the phenomena or social facts by describing some variables related to the research problems.

G. Data Collection Technique

According to Sugiyono (2009) the questionnaire is a data collection technique which is done by giving a set of questions or written statement to the respondent to answer. Questionnaire as Data collection techniques are very suitable for collecting data in large number. As cited in Indriantoro (2009), questionnaire is a data collection technique that contains a list of questions which be given to respondents about how it influences quality service to customer satisfaction.

Measurement data conducted in this study is a Likert scale in sequence as follows:

Information	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Source : Indriantoro&Supomo , 2009

H. Analysis Procedures

An instrument said to be valid if able to measure what is desired or can be disclose data from the variables studied precisely, and said reliable if it can be used as a data collection tool and not direct the respondent to choose certain answers so that trusted produce reliable data as well. And we choose to using SPSS version 22 to computing this data. In order to obtain the data, observation is done along the factors of student learning problem. Researcher observes what

kind of activity that people actually do. There are thirty questions of questions in a form of rating value:

1. **SD**= Strongly Disagree

2. **D**= Disagree

3. **N**= Neutral

4. **A**= Agree

5. **SA**= Strongly Agree

For each item and then their choices are then equated with numerical value, where **SA** is weighs 5 points, "**A**" is weighs 4 points, "**N**" is weighs 3 points, "**D**" is weighs 2 points, and "**SD**" is weighs 1 point. The researcher then tabulated the result of the questionnaire in tables and chart to give clear explanation and result.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter presents research results and discussions. Result section presents what the researcher found and discussion explains the meaning of the results and how they related to.

A. Discussion

The writer conducted this research at Students of PBSI Study Program at Universitas Pancasakti Tegal in the Academic Year of 2017/2018. It had been started from 29 March to 29 May 2020. The research was conducted by the writer which was to find out whether there was the difficulties encountered by-non English department students at Universitas Pancasakti Tegal in learning English. The sample of this research was taken from 25class B students from PBSI study program students at Pancasakti University in the academic year 2017/2018 as a respondent or research object.

The writer conducted try out on 29th March 2020. The writer carried out questionnaires to analyzing data. This test was given to the students from PBSI study program students at Pancasakti University in the academic year 2017/2018. The form of test was multiple choices consisted of 30 questions with five possible Likert method answer that consist of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The

purpose of this test was to find out the validity and the reliability of the instrument before giving the post-test to the students who were the samples. To get the data related to the difficulties encountered by-non English department students at Universitas Pancasakti Tegal in learning English.

The questionnaire were distributed to the participants in order to get the needed data The questionnaire of a 10-item based on the two categories of difficulties encountered by-non English department students at Universitas Pancasakti Tegal in learning English can be described in a diagram below in :

No	Students	Total Score of Internal Factors	Percentage Total Score of Internal Factors	Total Score of External Factors	Percentage Total Score of External Factors
1	1517500038	85	71%	113	94%
2	1517500039	76	63%	80	67%
3	1517500040	76	63%	80	67%
4	1517500041	77	64%	70	58%
5	1517500042	65	54%	75	63%
6	1517500043	69	58%	76	63%
7	1517500044	58	48%	72	60%
8	1517500045	59	49%	76	63%
9	1517500046	57	48%	90	75%
10	1517500047	68	57%	86	72%
11	1517500048	72	60%	85	71%
12	1517500049	72	60%	85	71%
13	1517500050	60	50%	60	50%
14	1517500051	105	88%	101	84%
15	1517500052	70	58%	78	65%
16	1517500053	55	46%	97	81%
17	1517500054	66	55%	73	61%

18	1517500055	68	57%	63	53%
19	1517500057	63	53%	62	52%
20	1517500059	55	46%	69	58%
21	1517500060	54	45%	83	69%

No	Students	Total Score of Internal Factors	Percentage Total Score of Internal Factors	Total Score of External Factors	Percentage Total Score of External Factors
22	1517500061	69	58%	85	71%
23	1517500062	69	58%	92	77%
24	1517500063	64	53%	95	79%
25	1517500064	69	58%	73	61%

Table 4.1 The Distribution of Total Score of Questionnaire

1. Students Internal Factor of Students' Learning Problems

On the first category the students' factors here shows the result for the family factors from the answer of 25 class B students from PBSI study program students at Pancasakti University in the academic year 2017/2018. This category which talks about the external factors has its result. Syah (2005), causal factors of students' learning problems are divided into two categories; they are Internal and External factors. The External factors include family, society, and school environment (e.g. school building condition, the teacher and learning facility). The fourth categories of questions being asked in the questionnaire is about family factors that make students had a learning problem to understand the lessons, it showed the chart below this:

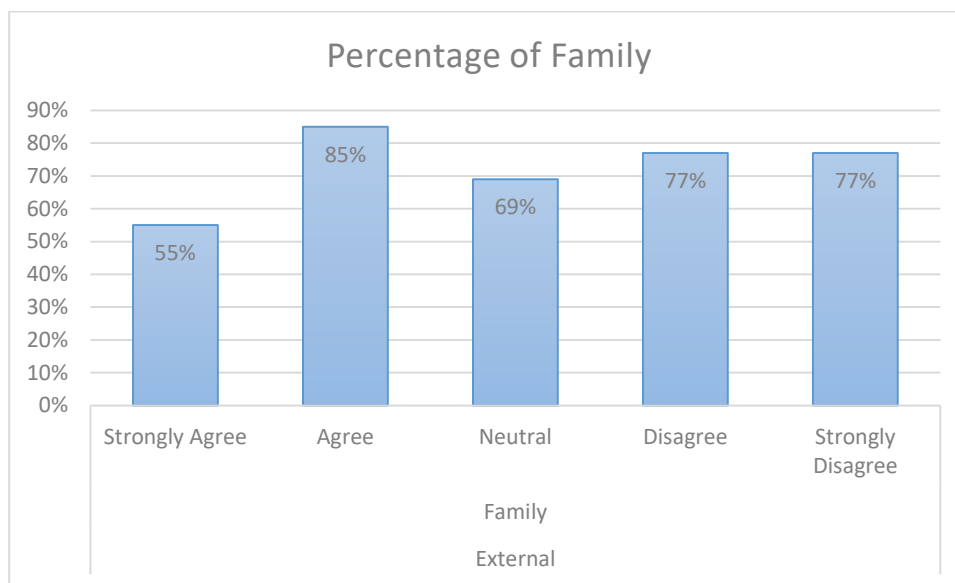


Chart 4.5 The Categories of Questions on External Factors (Family)

External				
Family				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
55%	85%	69%	77%	77%

Table 4.5 The Percentage of Total Score of External Factors (Family)

From the table above, it can be concluded that the result of students' external factors from the family factors based the questionnaire are not significantly different, there are four categories which not very significant, they are *Question 1* (My family never teaches English). The results in category of My family never teaches English is 55%, The highest result on this category is answered on *Question 2* (I use Indonesian or mother/local language when at home), this questions has 85% on it. It reinforced that family is one of the basic elements

where the children learn everything for the first time. The family has a big obligation on students' education. Another 4 questions is still strongly affect that family is one of factor who can make a students know the English well, the question is in *Question 2* (I use Indonesian or mother/local language when at home), *Question 3* (I have never invited my parents to speak English), *Question 4* (The environment around the house does not use English) and the *Question 5* (I do not use English for conversations with peers or family)

They have their background and condition each other. For instance, the lack of parent's education, single parent, economic problem, had a broken home family, etc. Those situations determine how well and how far learning can be achieved, so that they have a big role in supporting students' learning. Mainly, the family is the center of education. But somehow, it also can be the factors of students' learning, as stated in Ahmadi (2004).

The second categories of questions being asked in the questionnaire is about learning facility factors that make students had a learning problem to understand the lessons, it showed the chart below this:

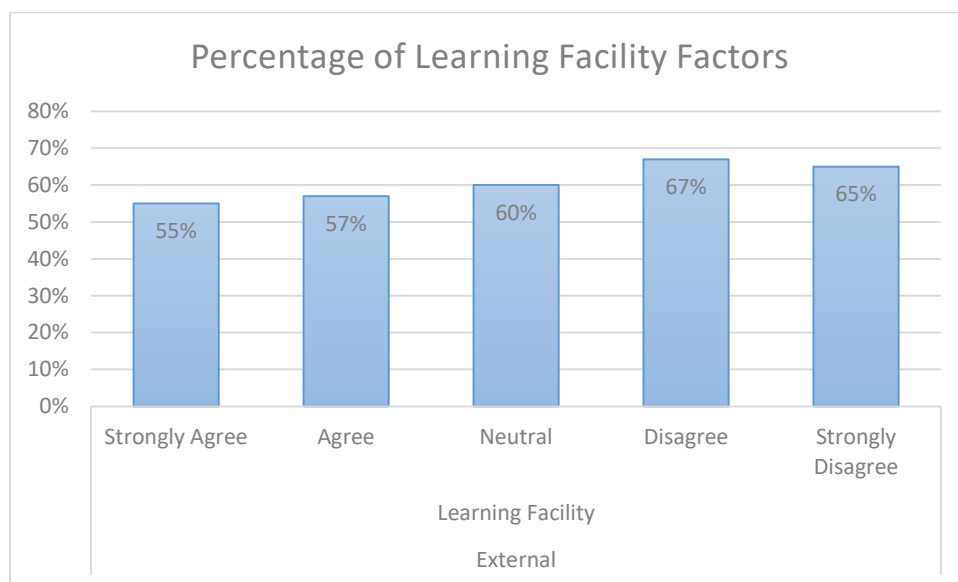


Chart 4.7 The Categories of Questions on External Factors (Learning Facility)

External				
Learning Facility				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
55%	57%	60%	67%	65%

Table 4.7 The Percentage of Total Score of External Factors (Learning Facility)

From the table above, it can be concluded that the result of students' external factors from the learning facility factors based the questionnaire are not

significantly different, there are two categories which not very significant,. They are *Question 1* (The English Language Laboratory does not have complete facilities such as headphones for listening comprehension) and *Question 2* (There is no sound system in the classroom or the English Language Laboratory). The results in category of There is no English laboratory that accommodates all students is 55%,and the results on There is no sound system in the classroom or the English Language Laboratory is 57%.

Classes are too full because there are too many students, resulting in not being able to concentrate on lessons is the *Question4*that has 67% on it. That which shows that learning facility can affected the learning factors of the students. According to Sabri (1999), according to some educational experts, five factors are influencing the education process, they are teacher, learner, objective, tool, and environment. With these five factors, the teaching-learning process can be done, although the result is still not satisfied. To improve the result of learning, it be more effective if the learning facility is provided.

B. Data Analysis

The reading test scores for each group can be seen in the table for data analysis as follows:

Validity is a measure of the degree of validity or the validity of a research instrument. An instrument is said to be valid if it is able to

measure what is to be measured or desired. An instrument said to be valid if can be reveal the data of the variables studied

1. If the significance value < 0.05 , then the instrument is declared valid
2. If the significance value > 0.05 , then the instrument is declared invalid

Comparing the value of r_{xy} table with r product moment:

1. If the value of $r_{xy} > r$ table product moment, then the instrument is declared valid
2. If the value of $r_{xy} < r$ table product moment, then the instrument is declared invalid

Based on the output in mind some values like: Pearson correlation or correlation value between of the item or the item with a total score also known as r_{xy} . Sig. (2- tailed) was a significance level of 5%, while N is the total of survey respondents is 25 people.

No item	r_{xy}	$R_{table\ 5\% (17)}$	Status
1	0,684	0,2787	VALID
2	0,451	0,2787	VALID
3	0,019	0,2787	INVALID
4	0,527	0,2787	VALID
5	0,205	0,2787	INVALID
6	0,004	0,2787	INVALID
7	0,692	0,2787	VALID
8	0,651	0,2787	VALID
9	0,484	0,2787	VALID
10	0,320	0,2787	VALID
11	0,512	0,2787	VALID
12	0,656	0,2787	VALID
13	0,524	0,2787	VALID
14	0,302	0,2787	VALID
15	0,496	0,2787	VALID

16	0,432	0,2787	VALID
17	0,056	0,2787	INVALID
18	0,403	0,2787	VALID
19	0,361	0,2787	VALID
20	0,444	0,2787	VALID
21	0,512	0,2787	VALID
22	0,405	0,2787	VALID
23	0,084	0,2787	INVALID
24	0,334	0,2787	VALID
25	0,618	0,2787	VALID
26	0,646	0,2787	VALID
27	0,546	0,2787	VALID
28	0,494	0,2787	VALID
29	0,511	0,2787	VALID
30	0,723	0,2787	VALID
31	0,636	0,2787	VALID
32	0,340	0,2787	VALID
33	0,302	0,2787	VALID
34	0,194	0,2787	INVALID
35	0,309	0,2787	VALID
36	0,361	0,2787	VALID
37	0,364	0,2787	VALID
38	0,651	0,2787	VALID
39	0,446	0,2787	VALID
40	0,422	0,2787	VALID
41	0,644	0,2787	VALID
42	0,655	0,2787	VALID
43	0,622	0,2787	VALID
44	0,630	0,2787	VALID
45	0,584	0,2787	VALID
46	0,581	0,2787	VALID
47	0,510	0,2787	VALID
48	0,460	0,2787	VALID

Table4.8 The Result of ValidityTest of Students' Perception Questionnaire

There are said that the basis for a decision in the reliability test's as follows.

1. If the value of Cronbach's Alpha > 0.600 the questionnaire items dictated reliable.

2. If the value of Cronbach's Alpha < 0.600 the questionnaire item dictated unreliable.

Table 4.9 The Result of Reliability Test of Students' Perception Questionnaire

Case Processing Summary			
		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

Reliability Statistics	
Cronbach's Alpha	N of Items
.722	25

First Output (Case Processing Summary) | N or the number of valid data (valid for at process) is 30 units, while the missing data is zero. Here means that all the data is processed.

Second Output (Reliability Statistics)

| from the output of Reliability Statistics obtained Cronbach's Alpha value of $0.722 > 0.600$, based on the basis of decision-making in the reliability test can be concluded that this research.

C. English Proficiency

This research is about the difficulties encountered by Non-English department students at Universitas Pancasakti Tegal in learning English. The sample of this research was taken from 25 class B of students from PBSI study program students at Pancasakti University in the academic year 2017/2018. In this research, the writer found several findings during the teaching. After describing and analyzing the data, it can be known the information about how the role of the family, teacher and facility is.

Mainly, the family have play the role properly, like motivating the pupils, giving facilities, telling the importance of English learning, but it only for some of the students. Most of students do not feel the role of the family in supporting English learning. Therefore the family should give more attention, motivation, guidance and monitoring, in order to make them more interest to learn English. The English teacher of PBSI study program students at Pancasakti University in the academic year 2017/2018 has played his role properly.

It can be seen from the data analysis, where most of the task and characteristics of teacher have been done, for example having nice attitudes towards pupils, motivating the students to like English, inspiring the students to be able in English. The teacher only expected to make variety strategies and technique, and to give more clear explanation while teaching. Because there are some students who still cannot understand and comprehend the lesson was given. The learning facility of PBSI study program students at Pancasakti University in the academic year 2017/2018 can be categorized into standard category, where the school only provides textbook as the media of learning. There are no additional text readings such as magazine, novel, or other different English textbook. Teaching aids like pictures, vocabulary cards, moreover language laboratory, are not provided. The classroom can be said as a proper place to study, because the condition is good, and most of students feel comfort while learning. The school should increase the reading material, to make students interest in reading English,

besides the teaching aids is also needed to enable the teacher in teaching and help students comprehend the material effectively.

Initially, in implementing the internal and external factors, the writer found some problems. At the beginning, the students still looked confused how to follow the instruction well. Because it is new for them to apply Sensitizing technique. In addition, most of students got difficulties in reading because they have lack of vocabulary, they also feel less confidence with themselves to express their thinking and knowledge when they want to engaged and connected their idea to the text. For example when they guessed the meaning of word of each sentences they looked very confused and it made them feel bored. In this case, the teacher's role very important as a guide for them. The teacher should guide and encourages the students to guess the meaning of each word. The students also not interested in reading. They felt not attracted in reading long text or long sentence. It make the students were not understand the text well.

During the research, the writer found that improving teacher skill could change the students' behavior, that's the external factors can make the students more comfortable when studying English. Taught by concern at the internal factors too made the students easily understand the meaning of the English lesson because they were accustomed to see the difficulties, it could improve their vocabulary to help them comprehend the lesson well. The writer also found that Parents could help the students to increase their awareness of how sentence patterns and idea in the English Lesson more easy. Based on the discussion above,

it can be concluded that there is a significant different in students who taught English from childhood. In this case, reward is not the one thing that influences the students' achievement. There are several factors that could influence the successfulness of learning, like students' attendance, students' readiness, students' motivation, materials, and many others. Based on the experience above, the writer concluded that teaching is not easy thing to do. Since, the successfulness of the teaching depends on many factors.

The learning factor is a crucial thing that every student needs in learning language especially English. In learning English in EFL, some students are facing difficulties in how to learn it well. As a consequence, the students are not able to understand, remember, and acquire the words well. To solve this problem, the writer research by finding the difficulties factor of PBSI study program students at Pancasakti University.

CHAPTER V

CONCLUSION AND SUGGESTION

a. Conclusion

This research is intended to find out whether there are difficulties encountered by non-English Department students at Universitas Pancasakti Tegal in learning English. The sample of this research is students of PBSI study program at Pancasakti University in the academic year 2017/2018.

This research focused on analyzing external factors faced by students of PBSI study program at Pancasakti University in the academic year 2017/2018. Based on the research that has been done and in accordance with the desired goal, it can be concluded as follows:

1. The factors that cause learning difficulties faced by students of PBSI study program at Pancasakti University in the academic year 2017/2018 are :

a. Internal factors, which are divided into:

1. Cognitive Aspects

The cognitive aspect (copyright domain), which is a factor which cause student learning difficulties is memorization skill, the ability to master the material.

2. Affective Aspects

The affective aspect (the realm of initiative), which is a difficulty in learning towards school work, less focus, avoid responsibility, lazy to study and absence from class.

3. Psychomotor Aspects

It is a disorder of a psychomotor nature (realm of initiative), a factor that causes students to experience difficulties in learning concerning with disruption of the organs of sight and senses of hearing.

2.External factors consist of:

a. Family

The family factors which concern with facilities for study and room for study.

b. Teacher

The teacher, a factor which cause students have difficulties in learning, among others are the teacher's attention towards students, the relationship between teachers and students, the way way of teaching, and learning facilities at schools.

c. Learning Facility

The community environment in the form of environmental conditions in the society and students' reading books are not factors which cause students have difficulties in learning.

B. Suggestion

The following points are some suggestion:

1. Family should increase their monitoring to the students' English learning.
2. Teacher should make a meeting program which specially discusses the development and improvement of the students' learning.
3. Learning Facility in this case is PBSI program at Universitas Pancasakti Tegal should make coordination with the family to give awareness of the importance in learning English.
4. School and the English teacher should build the awareness of the family and the students, English text book, English dictionary and other media are needed in order to get success and effective learning.
5. Students should have a daily report book in order to enable the family especially parents in monitoring the students' learning.

Learning difficulties experienced by students are influenced by internal factors and external factors. Internal factors concern with the cognitive, affective, and psychomotor domain. While the external factors concern with the family environment, school, and public environment.

Both factors which cause students' learning difficulties can be used as a reference for teachers in overcoming difficulties learning experienced by students as stated by Syah (1995: 173). Thus the handling of learning difficulties done by the teacher can be more focused on problems, so that it has a good impact on increasing performance learning and also the low quality of students is also resolved. Apart from that, students can think critically and often do learning material delivered by the teacher. To improve students' learning achievement, the efforts must be carried out by teachers through remedial teaching. From teaching improvement it can show that students' learning achievement increases. The role of the teacher in overcoming student learning difficulties is by doing teaching improvement which should be done continually.

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APPENDICES

Appendix 1

THE DIFFICULTIES ENCOUNTERED BY-NON ENGLISH DEPARTMENT STUDENTS AT UNIVERSITAS PANCASAKTI TEGAL IN LEARNING ENGLISH

Aspek penilaian pada kuesioner ini diadaptasi dari komponen penilaian kesulitan belajar Bahasa Inggris oleh Dewi Kurniawati (2015) dengan judul penelitian “Studi tentang Faktor-faktor Penyebab Kesulitan Belajar Menyimak Bahasa Inggris pada Mahasiswa Semester II IBLIAIN Raden Intan Lampung Tahun Pelajaran 2015/2016”.

Students' Questionnaire (*Pertanyaan untuk mahasiswa*)

This questionnaire is designed for an investigation into Learning English performance of Universitas Pancasakti Tegal: Bahasa Indonesia Department students. Your assistance in completing the following questions is greatly appreciated. Please put a tick (✓) in the box beside the option(s) you choose.

(Kuesioner ini dirancang untuk meneliti kemampuan belajar Bahasa Inggris mahasiswa di Universitas Pancasakti Tegal : Mahasiswa jurusan Pendidikan Bahasa Indonesia. Bantuanmu dalam mengisi pertanyaan berikut sangat kami hargai. Berilah tanda centang (✓) pada kotak di samping pilihan yang kamu pilih)

Sebelum mengisi angket, peneliti memohon agar responden mengisi identitas secara lengkap terlebih dahulu.

Identitas

NIM :

Jenis Kelamin :

Angkatan :

Petunjuk Pengisian Angket

Untuk mengisi angket, responden dimohon untuk memberikan hanya satu tanda *check list* (✓) untuk setiap butir pernyataan pada kolom yang sesuai pada

setiap butir penilaian dengan keterangan sebagai berikut :

Score5 : Strongly Agree/Sangat Setuju

Score4 :Agree/ Setuju

Score 3 : Neutral/Netral

Score 2 : Disagree/Tidak Setuju

Score 1 : Strongly Disagree/Sangat Tidak Setuju

Question	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
External factors Family					
1. My family never teaches English (Keluarga saya tidak pernah mengajarkan Bahasa Inggris)					
2. I use Indonesian or mother/local language when at home (Saya menggunakan bahasa Indonesia atau bahasa daerah ketika di rumah)					
3. I have never invited my parents to speak English(Saya tidak pernah mengajak orang tua saya berbicara bahasa Inggris)					
4. Lingkungan sekitar rumah tidak ada yang menggunakan Bahasa Inggris (The environment around the house does not use English)					
5. I do not use English for conversations with peers or family (Saya tidak menggunakan Bahasa Inggris untuk					

percakapan dengan kawan sebaya atau keluarga)					
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External factors Learning Facility					
Question	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
6. The English Language Laboratory does not have complete facilities such as headphones for listening comprehension (Laboratorium Bahasa Inggris tidak memiliki fasilitas yang lengkap seperti headphone untuk <i>listening comprehension</i>)					
7. There is no sound system in the classroom or the English Language Laboratory (Tidak ada sound system di kelas ataupun Laboratorium Bahasa Inggris)					
8. There is no computer for every student in the implementation of teaching English that requires Audio Visual (Tidak ada computer untuk setiap mahasiswa dalam pelaksanaan pengajaran Bahasa Inggris yang membutuhkan Audio Visual)					
9. Classes are too full because there are too many students, resulting in not being able to					

concentrate on lessons (Kelas terlalu penuh karena mahasiswa terlalu banyak, mengakibatkan tidak dapat konsentrasi dalam pelajaran)					
10. Lack of books or teaching materials for students (Kurangnya buku atau bahan ajar untuk mahasiswa)					

Thank you very much for taking your valuable time to complete this survey. Your opinions are greatly appreciated. (Terima kasih atas waktu yang telah kamu luangkan untuk menyelesaikan survei ini. Pendapat kamu sangat kami hargai).

Appendix 2

No	Students	Total Score of Internal Factors	Percentage Total Score of Internal Factors	Total Score of External Factors	Percentage Total Score of External Factors
1	1517500002	66	55%	80	67%
2	1517500006	68	57%	78	65%
3	1517500007	77	64%	82	68%
4	1517500009	55	46%	68	57%
5	1517500010	52	43%	105	88%
6	1517500011	68	57%	58	48%
7	1517500012	58	48%	93	78%
8	1517500013	64	53%	83	69%
9	1517500014	70	58%	66	55%
10	1517500016	68	57%	73	61%
11	1517500017	66	55%	72	60%
12	1517500018	36	30%	24	20%
13	1517500019	60	50%	100	83%
14	1517500023	69	58%	75	63%
15	1517500024	61	51%	64	53%
16	1517500025	63	53%	70	58%
17	1517500027	70	58%	77	64%
18	1517500028	66	55%	83	69%
19	1517500029	68	57%	73	61%
20	1517500030	65	54%	77	64%
21	1517500032	68	57%	77	64%
22	1517500033	62	52%	105	88%
23	1517500035	67	56%	68	57%
24	1517500036	68	57%	65	54%
25	1517500037	60	50%	60	50%
26	1517500038	85	71%	113	94%
27	1517500039	76	63%	80	67%
28	1517500040	76	63%	80	67%
29	1517500041	77	64%	70	58%
30	1517500042	65	54%	75	63%

31	1517500043	69	58%	76	63%
32	1517500044	58	48%	72	60%

No	Students	Total Score of Internal Factors	Percentage Total Score of Internal Factors	Total Score of External Factors	Percentage Total Score of External Factors
35	1517500047	68	57%	86	72%
36	1517500048	72	60%	85	71%
37	1517500049	72	60%	85	71%
38	1517500050	60	50%	60	50%
39	1517500051	105	88%	101	84%
40	1517500052	70	58%	78	65%
41	1517500053	55	46%	97	81%
42	1517500054	66	55%	73	61%
43	1517500055	68	57%	63	53%
44	1517500057	63	53%	62	52%
45	1517500059	55	46%	69	58%
46	1517500060	54	45%	83	69%
47	1517500061	69	58%	85	71%
48	1517500062	69	58%	92	77%
49	1517500063	64	53%	95	79%
50	1517500064	69	58%	73	61%
51	1517500065	77	64%	87	73%
52	1517500066	74	62%	73	61%
53	1517500067	57	48%	83	69%
54	1517500068	65	54%	75	63%
55	1517500069	61	51%	71	59%
56	1517500070	62	52%	83	69%
57	1517500071	72	60%	80	67%
58	1517500072	56	47%	86	72%
59	1517500073	68	57%	79	66%
60	1517500076	62	52%	65	54%
61	1517500078	70	58%	82	68%
62	1517500082	57	48%	85	71%

Appendix 3

VALIDITY TEST AND RELIABILITY TEST

Validity is a measure of the degree of validity or the validity of a research instrument. An instrument is said to be valid if it is able to measure what is to be measured or desired. An instrument said to be valid if can be reveal the data of the variables studied

3. If the significance value < 0.05 , then the instrument is declared valid
4. If the significance value > 0.05 , then the instrument is declared invalid

Comparing the value of r_{xy} table with r product moment:

3. If the value of $r_{xy} > r$ table product moment, then the instrument is declared valid
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Based on the output in mind some values like: Pearson correlation or correlation value between of the item or the item with a total score also known as r_{xy} . Sig. (2-tailed) was a significance level of 5%, while N is the total of survey respondents is 25 people.

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12	0,656	0,2787	VALID
13	0,524	0,2787	VALID
14	0,302	0,2787	VALID
15	0,496	0,2787	VALID
16	0,432	0,2787	VALID
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29	0,511	0,2787	VALID
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31	0,636	0,2787	VALID
32	0,340	0,2787	VALID
33	0,302	0,2787	VALID
34	0,194	0,2787	INVALID
35	0,309	0,2787	VALID
36	0,361	0,2787	VALID
37	0,364	0,2787	VALID
38	0,651	0,2787	VALID
39	0,446	0,2787	VALID
40	0,422	0,2787	VALID
41	0,644	0,2787	VALID
42	0,655	0,2787	VALID

43	0,622	0,2787	VALID
44	0,630	0,2787	VALID
45	0,584	0,2787	VALID
46	0,581	0,2787	VALID
47	0,510	0,2787	VALID
48	0,460	0,2787	VALID

There are said that the basis for a decision in the reliability test's as follows.

3. If the value of Cronbach's Alpha > 0.600 the questionnaire items dictated reliable.
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Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

First Output (Case Processing Summary) | N or the number of valid data (valid for at process) is 30 units, while the missing data is zero. Here means that all the data is processed.

Reliability Statistics

Cronbach's Alpha	N of Items
.722	25

Second Output (Reliability Statistics) | from the output of Reliability Statistics obtained Cronbach's Alpha value of 0.722 > 0.600, based on the basis of decision-making in the reliability test can be concluded that this research